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CHILD CLASSICS

PRIMER

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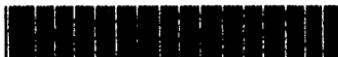
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TO





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Wire, brier, limber-lock,
Three geese in a flock.
One flew east, one flew west,
And one flew over the cuckoo's nest.

CHILD CLASSICS

THE PRIMER

By

GEORGIA ALEXANDER

With pictures by
FANNY Y. CORY

INDIANAPOLIS
THE BOBBS-MERRILL COMPANY
PUBLISHERS

T 73.1120
Edw T 759.09.130

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SET UP, PLATED AND PRINTED MARCH, 1909
REPRINTED SEPTEMBER, 1909

THE HOLLOWECK PRESS
INDIANAPOLIS

INTRODUCTION

The natural instinct of the child is play. "In the child's world of dim sensation," says Stevenson, "play is all in all. Making believe is the gist of his whole life, and he can not so much as take a walk except in character. I could not learn my alphabet without some suitable *mise-en-scene*, and had to act a business man in an office before I could sit down to my book."

In order to turn this play instinct of the child to his account in learning to read, this *Primer* is written in conversational form. In its pages four little children live a joyous outdoor life such as we all would wish every child to live. From the first page the child reader is one with the children in the story, and his whole business is in getting and giving thought. In other words, this is not merely an exercise book in word calling. The child is trained to look not only at words but through them to the thought which they contain.

The vocabulary is unusually small, averaging only three new words to the page. Great care has been taken so that as far as possible each time a word occurs it is used in a *new* relation. This prevents that facile habit of calling words which is so commonly mistaken for true reading. As Socrates says, "In every enterprise the beginning is the main thing, especially in dealing with the young and tender nature. For at that time it is most plastic and into it the stamp which it is desired to impress, sinks deepest."

Notwithstanding the strong thought tendency of *The Primer*, eighty per cent. of its words are distinctly "phonetic" and form the basis of a simple and effective phonetic system, taught through induction. So simple is the method that no special training is necessary on the part of the teacher, and the book may be used with any standard method of teaching phonetics. *The Primer* has stood the test of actual school-room practice.

INTRODUCTION

The use throughout the book of classic nursery rhymes which have been known and loved by children of many generations, will be of assistance in the introduction of new words to the child. These words are repeated in the subsequent lessons.

Good illustrations are a most important element in enlisting the sympathetic interest of children. Those in *Child Classics* are by the best artists and have a distinct value as examples of good drawing and composition. Care has been taken to keep the pictures in *The Primer* free from the confusing details that a child can not readily understand. They tell simply and directly the stories told by the words and are a definite element in unfolding to the child the thought which the lessons contain. Acknowledgment is gratefully made to Fanny Y. Cory for the excellent illustrations in this book.

It is a pleasure to thank Miss Nebraska Cropsey, Assistant Superintendent of Schools in Indianapolis, for suggestions concerning the teaching of reading covering a period of twenty years; Miss Alice Louise Harris, Assistant Superintendent of Schools in Worcester, Massachusetts, for her helpful suggestions during the preparation of the manuscript and her critical examination of it in its completed form; and the many teachers who have tested the book in their classes.

It is the hope of the author that the book may bring happiness to the child and the teacher in whose hands it finds place.

G. A.

To Martha and Francis



Day's at the morn



JOHN AND KATE

Kate. How do you do, John?

John. How do you do, Kate?

How do you do ?



CARLO.

John. See Carlo!

Kate. How do you do, Carlo?

Carlo. Bow-wow!

John. Run, Carlo, run!

Kate. See Carlo run!

See Carlo run!



KITTY

Kate. *Kitty, Kitty, Kitty!*

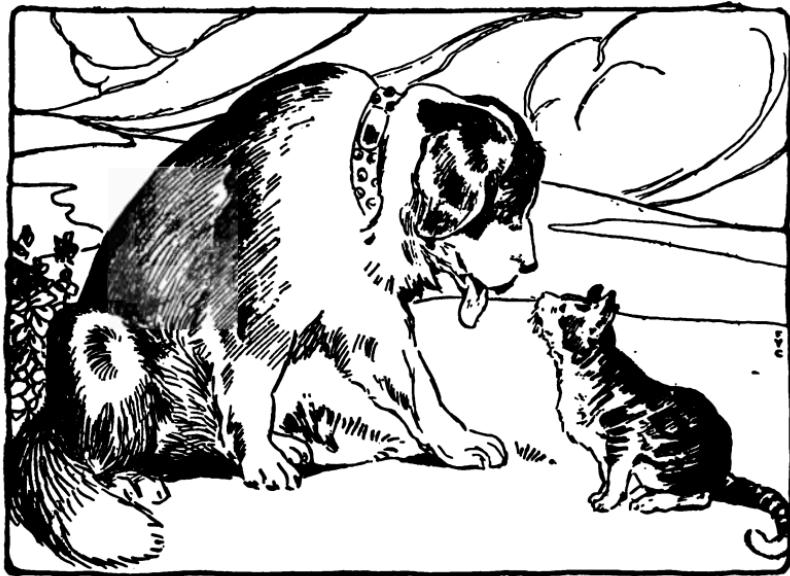
Kitty. *Mew-mew!*

John. *Do you see Kitty?*

Kate. *See Kitty run!*

John. *How do you do, Kitty?*

Do you see Kitty ?



KITTY AND CARLO

Kitty. How do you do, Carlo?

Carlo. How do you do, Kitty?

Kitty. Do you like John?

Carlo. Yes, I like John.

Kitty. Do you like Kate?

Carlo. Yes, I like Kate.



KITTY TALKS

Can you see me?

I can see you.

See my ball!

I can roll my ball.

See me run!

How I can run!

S s see see ss



JOHN AND FRANK

John. How do you do, Frank?

Frank. How do you do, John?

John. Can you play ball?

Frank. Can I play ball? See me!

John. Will you play with me?

Frank. Yes, I will play with you.

John. See the ball! Run!

John. How you can run!

Frank. Can I play ball?

B b ball ball b B



PLAY A GAME OF BALL

John. Yes, you can play ball.

Frank. I like to play ball with you.

John. I like to play with you.

Frank. Can Carlo play ball ?

John. Yes, Carlo likes the ball.

Frank. See the ball, Carlo ! Run !

John. How Carlo likes to run !

Frank. See Carlo run with my ball !

John. Carlo likes to play with you.

R r run *run r R*



A SOCIAL CALL

I

Kate. Will you play with me, Mary?

Mary. Yes. See my doll.

Kate. What a pretty doll!

Mary. I like my pretty doll!

Kate. I like to play with dolls.

D d doll *doll d D*

II

Mary. Will you play with my doll?

Kate. Yes. How do you do, pretty doll?

Mary. Does Frank like dolls?

Kate. No, Frank does not like dolls.

Mary. What does Frank like to play?

Kate. Frank likes to play ball.

Mary. Does Frank play ball with you?

Kate. No, I can not play ball.

III

Mary. Does Kitty play with you?

Kate. Yes. Kitty plays ball with me.

Mary. How does Kitty play ball?

Kate. Kitty rolls the ball.

Mary. See Kitty roll my pretty ball.

Kate. Roll the ball to me, Mary.

P p play *play* p P



Jack, be nimble,
Jack, be quick,
Jack, jump over
the candlestick.

Q q quick *quick* q 2



JUMPING THE ROPE

John. Jump the rope, Mary.

Mary. Thank you. I like to jump.

Kate. How quick you are, Mary!

Mary. Can Carlo jump the rope?

John. Yes, Carlo will jump the rope.

Mary. See Carlo jump!

J j jump jump j J

DO THIS

(For silent reading)

Roll the ball.

Run with John.

Jump the rope.

Play ball with me.

Play dolls with Mary.

Run to Kate with the ball.

GIVE ME THE ANSWER

(For silent reading)

Do you like John?

Can you jump the rope?

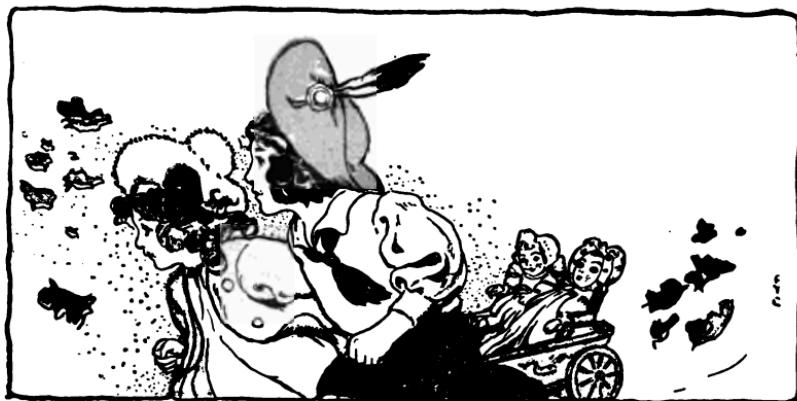
What does Kitty do?

What does John like to play?

Does Kitty play with Carlo?

Will you play ball with me?

K k kitty *kitty* k K



MARY'S RED CART

Mary. See my red cart!

Kate. What a pretty red cart!

Mary. Will your doll like to ride?

Kate. Yes, thank you. My doll will
like to ride.

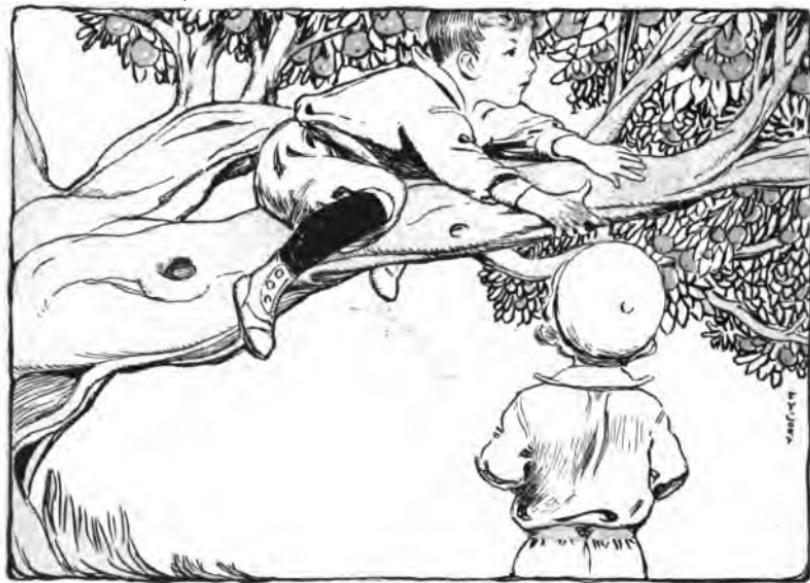
Mary. I will run with the cart.

Kate. I will run with you.

Mary. See! The dolls ride in the cart.

Kate. My doll likes to ride.

C c cart *cart* c C



IN THE APPLE TREE

I

Frank. John! John! see the apple tree!

John. How red the apples are!

Frank. I like pretty red apples.

John. Red apples are good.

Frank. Can you get the apples?

T t tree tree t J

John. Can I? See me get into the tree!

Frank. How quick you are, John!

John. See the apples roll!

Frank. How good the apples are!

II

Frank What will you do with the apples?

John. We can take them home.

Frank. How can we take them home?

John. Can we take them in the cart?

Frank. Yes. I will get the cart.

John. You are quick, Frank.

Frank. See, the apples are in the cart.

John. Ride with the apples, Frank.

Frank. No, thank you. You ride, John.

John. See! We are home.

A a apple *apple* a A

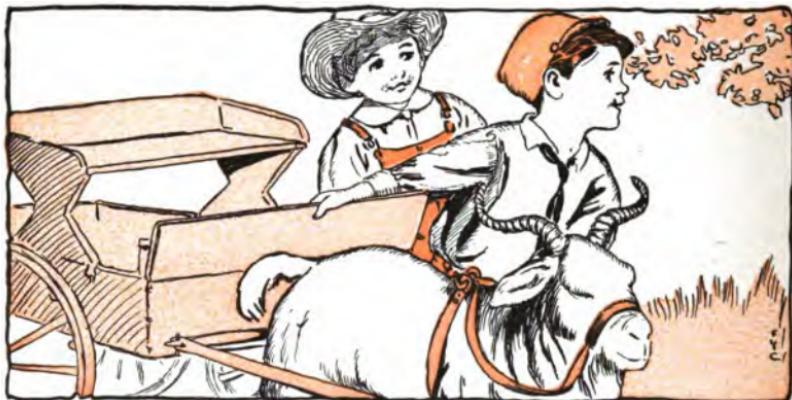
FRANK TAKES A RIDE

John. Get in, I will take you to ride.

Frank. Let us ride to see Kate.

John. Get up, Billy! Get up!

Frank. Is Billy a good goat?



John. Yes, my goat is good.

Frank. Carlo sees us! See Carlo run!

John. Carlo, you can not get in.

Frank. Please take Carlo!

John. No, run home, Carlo. Be good.

G g good good g G

KATE RIDES, TOO

Frank. I like to ride with you.

John. Whoa, Billy! Whoa!

Frank. How do you do, Kate?

John. Do you like my cart?



Kate. Yes. Is Billy a good goat?

John. Yes. Will you take a ride?

Kate. Thank you. I like to ride.

John. Jump in! Frank will take you.

Frank. Get up, Billy! Good-by.

L l like *like l L*



WADING IN THE CREEK

Mary. See the creek!

Frank. Can you jump? Be quick!

Mary. No. I can not jump.

Frank. What can we do?

Mary. We can wade in the creek.

Frank. I like to wade.

Mary. See the fish!

Frank. What pretty fish!

W w wade *wade* w W

Mary. How quick they are!

Frank. They play in the creek.

Mary. Does Carlo like the creek?

Frank. Yes. Carlo likes to wade.

Mary. Carlo! Carlo! Carlo!

Frank. See Carlo jump into the creek!

Mary. How Carlo likes to wade!

Frank. Carlo, see the fish!

Mary. Do you like fish for supper?

Frank. Yes, I like fish for supper.

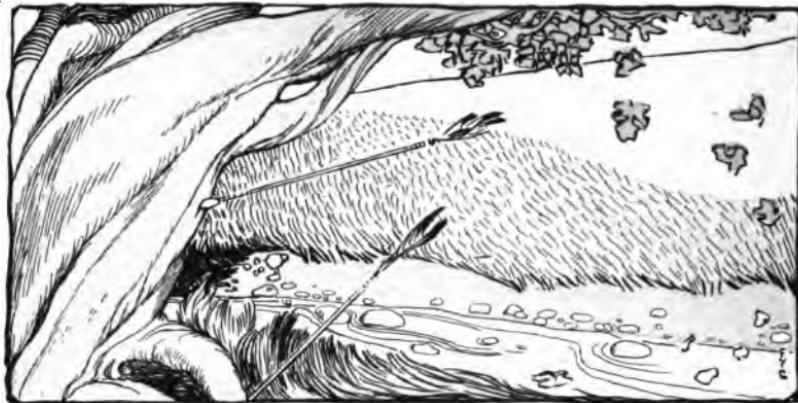
Mary. Will Kate eat supper with us?

Frank. Yes, Kate will like to eat with us.

Mary. Carlo, run for Kate!

Frank. Run, Carlo, run!

F f fish *fish* f F



JOHN AND FRANK

We are Indians. Whoop!

Do you like Indians?

See us jump!

See us shoot!

We will not shoot you.

See us shoot the tree!

Run with us to the tree!

I can see the trees in the creek, too!

See the fish! How quick they are!

I i Indian in



PLAYING INDIAN

We will fish in the creek.

Indians fish in creeks.

They like fish to eat.

Do you like fish to eat?

We will eat fish for supper.

Will you eat supper with us?

Can you jump? Shoot the tree.

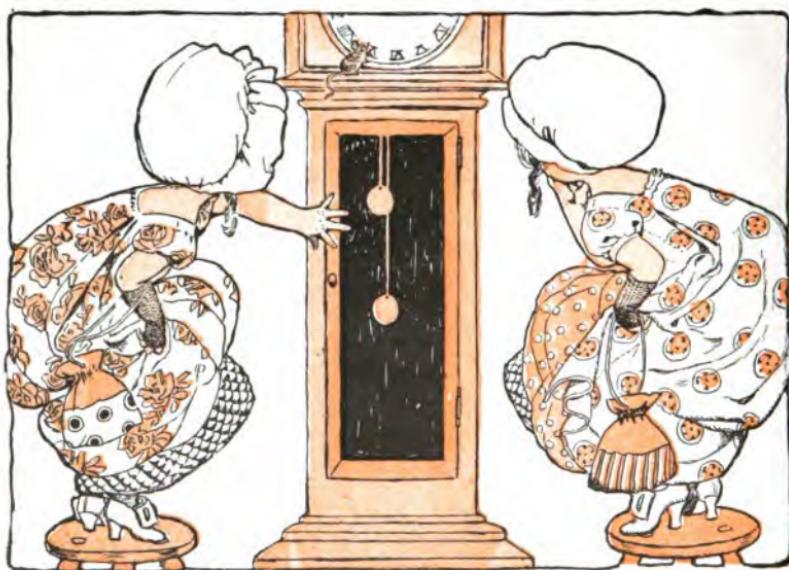
How do you like to be an Indian?

Whoop! Whoop!

in Indian i l

HICKORY, DICKORY, DOCK

Hickory, dickory, dock,
The mouse ran up the clock,
The clock struck one,
The mouse ran down,
Hickory, dickory, dock.



TELL THEM TO ME

I

in	us	no	is
do	me	we	up
to	my	you	let
see	run	can	red
yes	the	how	good
will	ball	doll	them

II

for	eat	are	get
not	tree	like	cart
play	fish	roll	goat
rope	they	jump	take
wade	does	shoot	home
what	with	apple	supper
creek	quick	please	Indians

THE RUNAWAY



Kate. Did you see the goat?

Mary. No. What did he do?

Kate. He ran away.

Mary. What did he run away for?

Kate. He ran away to play.

Mary. Did John get him?

Kate. Yes. He ran to the creek.

Mary. Did Billy run into the creek?

Kate. Yes, Billy likes to wade.

Mary. Billy likes to run away.

Kate. Did John ride home?

Mary. Yes. Billy likes to take John.

Kate. I will take an apple to Billy.

H h home *home h* H



Baa, baa, black sheep,
Have you any wool?
Yes, master, have I
Three bags full.

One for my master,
And one for my dame,
And one for the little boy
Who lives in the lane.



A NUTTING PARTY

John. See the nuts!

Frank. What big nuts! Let us get them!

John. Have you any bags?

Frank. Yes, I have three big bags.

John. Please get the bags.

Frank. I have the three bags and the cart.

John. The bags are full.

Frank. How quick we are!



N n nut *nut* *n* *n*

John. Have you the cart?

Frank. Kate and Mary have the cart.

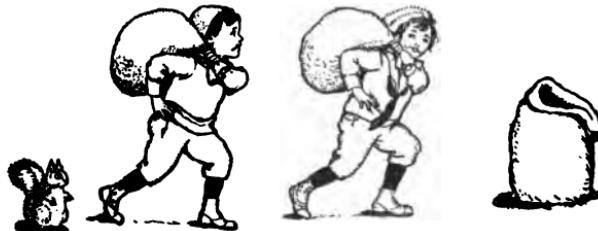
John. Let us put the nuts into the cart.

Frank. Will you ride in the cart?

John. No. The cart is too full.

Frank. See, the goat likes to take
the nuts.

John. Get up, Billy! We can run, too!



ELLIPTICAL EXERCISE

Let us —— Indian!
Indians run and ——.
They —— in the creek.
—— do you like to play?

See suggestions to teachers.

OF WHAT AM I THINKING?

I

Mary. Is it pretty?

Kate. Yes, it is pretty.

Mary. Does it eat apples?

Kate. No. It does not eat.

Mary. Is it red?

Kate. Yes, it is red.

Mary. Is it my cart?

Kate. Yes. Run with the cart.

II

John. Does it bow-wow?

Frank. No. It baa-baas.

John. Did it run down to the creek?

Frank. Yes. It ran away.

John. It is Billy.

Frank. Get up, Billy! Take us riding!



SEE, SAW, UP AND DOWN

See, saw, up and down,
Here we go to London Town.
Up and down, up and down,
This is the way to London Town.

ORANGES TO SELL !

Man. Oranges! Oranges to sell!

Kate. What big oranges!

Frank. How do you sell them?



Man. They are two for five cents.

Frank. Please sell us two oranges.

Man. Here are two.

Kate. Here are five cents.

Frank. See! John runs up the lane!

O o orange

ORANGES TO SELL !

Kate. John, see the big oranges?

John. Will you sell me one orange?

Man. Yes. Here is a good one.



Frank. Let us eat them.

Kate. My orange is red. Is it good?

Frank. Yes. Red oranges are good.

John. Let us run home. One, two, three!

Man. Oranges! Oranges to sell!

orange o O

THE ORANGE MAN

Frank. I saw the man who sells oranges.

John. Where did you see him?

Frank. I saw the man in the lane.

John. Where does he live?

Frank. He lives down the lane.

John. Will the man come this way?

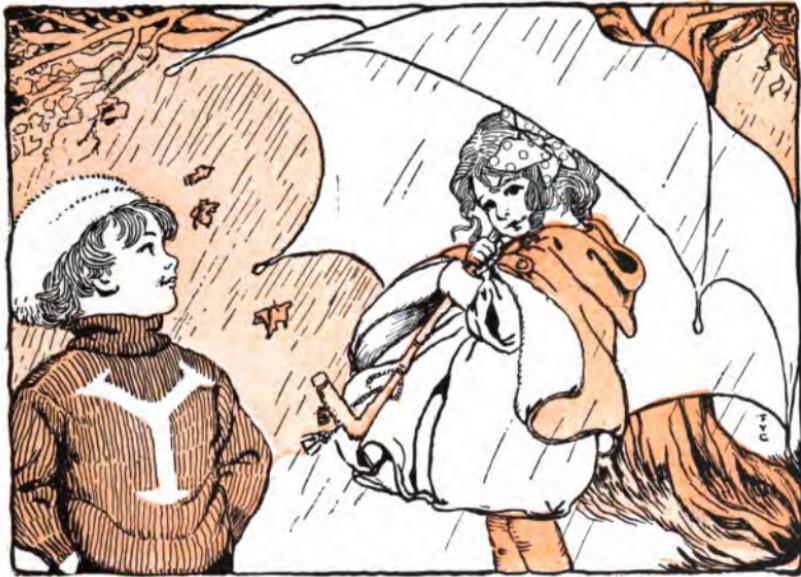
Frank. Yes. Here he is!

John. Let us get a bag of oranges.

Frank. I have five cents for him.



M m man man m M



A RAINY DAY

Frank. Where are you going?

Mary. I am going to visit Kate.

Frank. Do you see how it rains?

Mary. Yes. I like the rain.

Frank. You will get wet in the rain.

Mary. No, I shall not get wet.

I shall take an umbrella.

U u umbrella *umbrella* u U

Frank. Your umbrella is too little.

Mary. Is your umbrella a big one?

Frank. Yes. Here it is! Take it!

Mary. Thank you. My umbrella is
very little.

Frank. You may go under my
big umbrella.

Mary. Go with me to visit Kate.

Frank. Thank you. I can not go with you.

Mary. Do go with me! Please do!

Frank. I can not, for John is coming to
visit me.

Mary. I am going. Good-by.

Frank. Do you see Billy under the tree?

Mary. Yes. How very wet Billy is!

Frank. Take him an apple. Good-by.

V v visit *visit* v V



JOHN'S VISIT

Frank. How do you do? Are you wet?

John. I am not wet, thank you.

Frank. Let me take your umbrella.

John. Please do. My umbrella is wet.

Frank. Did you see Mary?

John. Yes. She was in the lane.

Frank. Was Mary very wet?

John. No. She was having fun.

Frank. The umbrella was as big as Mary.

John. She was having fun with it.

Frank. What shall we play?

John. Let us play with your new engine.

Frank. You may run it. Choo! Choo!

John. It is fun to run your engine.

Frank. I like to play with my engine, too.

John. See! it is not raining. I will go.

Frank. Take my engine with you.

John. Thank you. You are very good.



E e engine *engine* e E



MARY IN THE RAIN

See my umbrella!

Where am I going?

I am going to visit Kate.

It is raining. I am not wet.

I have Frank's umbrella.

I saw John in the lane.

John was under an umbrella, too.

He was having fun in the rain.

He was wading.

John's umbrella is not so
big as my umbrella.

John saw Billy under
the tree.

I saw John take Billy home.
Billy was getting very wet.



Frank's umbrella.

John's goat.

EAR DRILL

(Books closed)

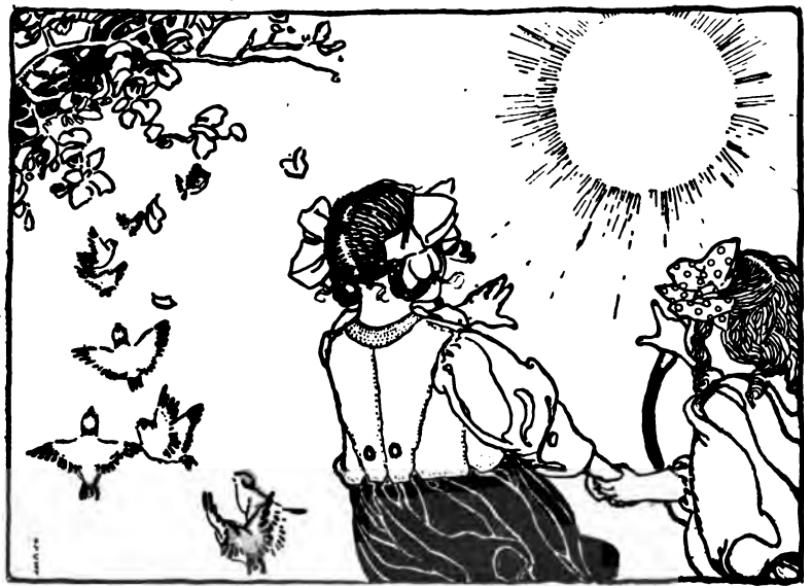
Teacher. R-u-n to me.

R-o-ll the ball.

J-u-m-p the rope.

Please get me a n-u-t.

Note.—Keep up as a daily exercise, using all consonant sounds and short-vowel sounds.



THE SUN COMES OUT

I

Mary. See! the sun is shining.

Kate. How glad I am!

Mary. How yellow the sun is!

Kate. See the sun shine in the trees!

Mary. Let us play under the trees.

Kate. No. It is wet under the trees.

Mary. See the man who sells oranges!

Kate. He is glad it is not raining.

Mary. How yellow the cart is in the sun!

Kate. I shall get two oranges.

I have five cents.

II

Mary. What a yellow bag for the oranges!

Kate. Take this big orange.

Mary. Thank you. It is a sweet orange.

Kate. I saw you take an apple to Billy.

Mary. Yes, it was a sweet yellow apple.

Kate. Yellow apples are very sweet.

Mary. It is fun to visit you. Good-by.

Kate. I am glad you came. Good-by.



Y y yellow *yellow* y Y





FRANK'S BIRTHDAY

This is my birthday.

I am glad the sun shines.

The sun is shining for my birthday.

John and Kate are coming to visit me.

Do you see this box?

It is a box of new tools.

X x box

box x X

They are for my birthday.

See what big tools they are!

This is my new saw.

It goes buzz, buzz!

See me saw! Buzz! buzz!

Z z buzz *buzz* z z

INITIAL-SOUND DRILL

I

(a) Call words (b) Give initial-sound

see	run	ball	doll
sun	ran	big	did
sell	red	bag	does
s	r	b	d

Note—Use as a daily exercise, gradually adding remaining consonant sounds together with the short-vowel sounds, until each is thoroughly fixed.

SAYING MY A B C

“A, b, c, d, e, f, g;
H, i, j, k, l, m, n, o, p;
Q, r, s and t, u, v;
W, x and y and z.

Now I've said my A B C,
Tell me what you think of me.”





JACK AND JILL

Jack and Jill went up the hill
To get a pail of water,
Jack fell down and broke his crown,
And Jill came tumbling after.

INITIAL-SOUND DRILL

II

(a) Call sound (b) Give type word

s	r	b	d
see	run	ball	doll

Note—Use phonogram cards s, r, b, d. Keep up a daily exercise of this kind in connection with drill on page 50. See Suggestions to Teachers.

KATE AND JOHN VISIT FRANK

I

John and Kate came to visit me.
They came in the cart with Billy.
Now what do you think Billy did?
He broke his rope.
He ran away with the cart.



He ran the cart into a tree.
What fun it was to get Billy!
He thinks he can do as he pleases.
He broke John's cart.
John did not like that.
I let John have my new tools.
John is very quick with tools.
The cart is now as good as new.

II

After supper we went up on the hill.
The sun was shining.
We played Indian.
John fell and rolled down the hill.
It was fun to see John roll.
John did not think it was fun.
We saw the sun go down.
How big and red it was!
After the sun went down, John
and Kate went home.



SOUND DRILL

man	let	will	sun
ran	wet	hill	run
can	get	Jill	fun

Note.—Drill up and down first, then across.

MARY'S ACCIDENT

I

I have five cents.

I shall get a bag of nuts.

The orange man sells them.

He went up the hill with his cart.

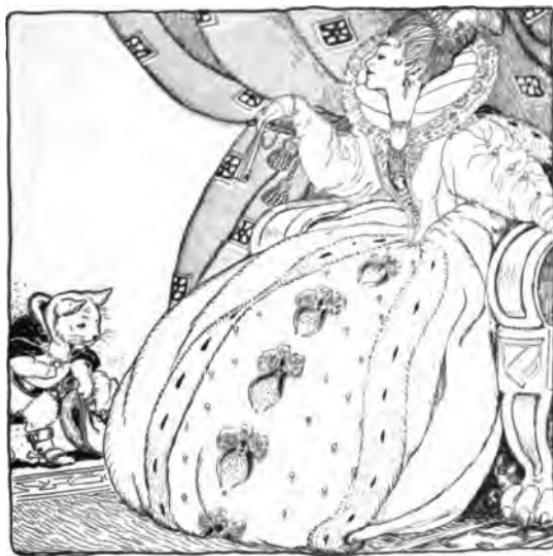
II

I fell down as I was coming home.

The bag broke and the nuts rolled.

I ran to the man for a new bag.

I shall eat them now. They are sweet.



Pussy-cat, Pussy-cat,
Where have you been?
I've been to London
To look at the Queen.

Pussy-cat, Pussy-cat,
What did you there?
I frightened a little mouse
Under her chair.

MARY'S KITTEN

Kate. What are you looking at?

Mary. My cat is up in the tree.

Kate. What is she doing up there?

Mary. She was playing. Now she is coming down.

Kate. Do you think she will fall?

Mary. No, my cat will not fall.

Kate. Look at her! There! She jumps!

SOUND DRILL

b a g	l e t	n o t	c a t	r e d
r a g	s e t	h o t	f a t	f e d
d i d	c a p	m a n	r u n	b i g
h i d	t a p	p a n	g u n	p i g



LEARNING TO COOK

Mary. What are you making, mother?

Mother. I am making a cake.

Mary. May I make cake, too?

Mother. Yes. Here is a little of my cake.

Mary. Thank you. How yellow it is!

Mother. I think yellow cake is good.

Mary. May I have nuts in my cake?

Mother. Yes. Frank likes nut cake, too.

Mary. May I bake my cake with yours?

Mother. Yes. Do not fall with it.

Mary. I shall not fall. Here is my cake.

Mother. The cakes are baked. See them!

Mary. How pretty! My cake is very hot.

Mother. Hot cake is not good to eat.

Mary. May I go to visit Kate? I can
take my cake in a box.

Mother. Yes. Here is a little box for you.

Mary. The cake makes the box hot.

SOUND DRILL

rag	hot	pan	fat
set	bad	fed	top
pig	dog	hid	gun

Keep up previous drills.



There were two blackbirds
Sitting on a hill,
The one named Jack,
The other named Jill.

Fly away, Jack!
Fly away, Jill!

Come again, Jack!
Come again, Jill!

ELLIPTICAL EXERCISE

Frank has a new ____.

John and he will ____ with the engine.

Frank let Mary have his big ____.

I saw Mary take an ____ to Billy.



KATE AND MARY

Kate. I am so glad to see you.

Mary. What do you think this is?

Kate. It is a box. What is in it?

Mary. It is a nut cake. Take some.

Kate. How good it is! It is very sweet.

Mary. Do your dolls like cake?

Kate. Yes, they do. See my new doll!

Mary. She is a rag doll. I like her.

Kate. Her name is Betsy. It is
a funny name.



SEE JOHN RUN!

Mary. I like her funny name. Take
some cake, Betsy.

Kate. Here comes John, running.
How hot he is!

Mary. Have some of my cake, John. It
has nuts in it.

John. Thank you. Did you bake it?

Mary. Yes. I am going. Good-by.

John. Come, ride home in my cart.

Mary. Thank you. I shall like that.

FRANK LIKES CAKE

Frank. Where did you go, Mary?

Mary. I went to visit Kate.

Frank. Was she at home?

Mary. Yes. Mother let me take
my cake to her.

Frank. Did you bake a cake?

Mary. Yes, a little one. It was good.

Frank. Shall we have cake for supper?

Mary. Yes. Mother baked one for you.

Frank. There is mother.

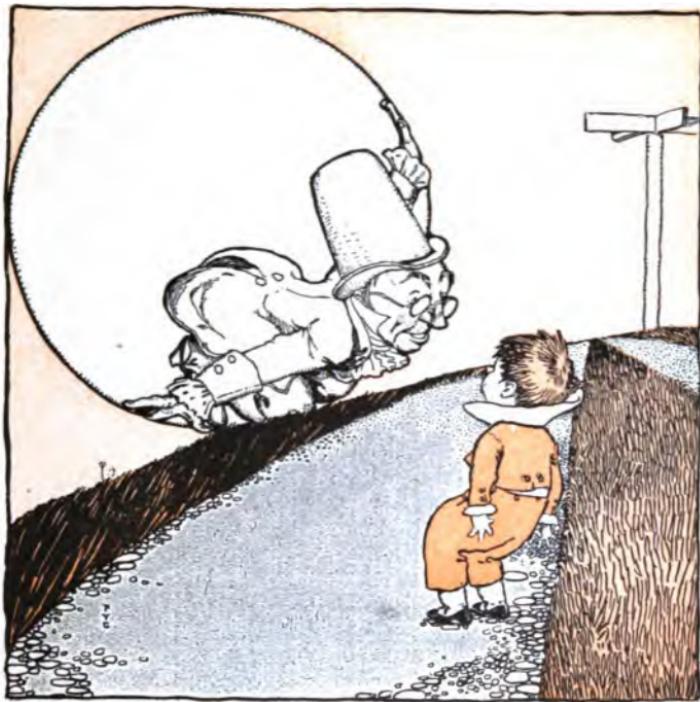
Mary. Let us run! One, two, three!

SOUND DRILL

cap	tin	top	nut
-----	-----	-----	-----

tap	pin	pop	rub
-----	-----	-----	-----

sat	bit	hop	dub
-----	-----	-----	-----



The man in the moon
Came down too soon,
And asked his way to Norwich,
He went by the south,
And burnt his mouth
While eating cold pease-porridge.



BILLY PLAYS WITH BETSY

Kate. Just look at Billy! Is that
Betsy, my rag doll?

Mary. Yes. Be quick!

Kate. You bad Billy! What shall I do?

Mary. Ask your mother to mend Betsy.

Kate. Mother is just the one to
mend her for us.

Kate. Mother, just look at Betsy! That
bad goat, Billy, did it.

Mother. I can soon mend Betsy.

Kate. Can you? How glad I am!

Mary. Please mend Betsy very soon.

Kate. Will she be just as funny?

Mother. Betsy will be just as good as new.

Kate. Thank you, mother.

Mary. I am going to ask my mother
to make me a rag doll, too.

Kate. Ask her to make a big funny one
like Betsy.

SOUND DRILL

cap	nut	pop	hop
pin	sat	dub	tin
top	bit	tap	rub



Hey! diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such sport,
While the dish ran away with the spoon.



FRANK'S NEW DOG

I

Frank. Father, father! A little dog!

Father. Do you like him?

Frank. Yes! Yes! Did the orange man
sell the dog to you?

Father. No, he gave him to you. I hope
you will thank him.

Frank. May I go now to thank him?

Father. Not now. Ask mother for a dish
of milk for the dog.

II

Frank. Mother gave me this dish of milk.

Father. Here is a box for him, too.

Frank. How old is he?

Father. He is just nine weeks old.

Frank. Take some milk, little dog.

Father. I will get a new pan for him.

Frank. I hope he will like me.

Father. Just be good to him.

SOUND DRILL

and	yes	box	just
has	sell	will	jump
last	went	from	drum
glad	sled	milk	plum

KATE NAMES THE NEW DOG

Frank. Look! What do you think of this?

Kate. Where did you get that little dog?

Frank. The orange man gave him to me.

Kate. He is such a little dog.

Frank. He is just nine weeks old.

Kate. Is this his new pan?

Frank. Yes. What shall I name him?

Kate. Do you like Dick for a dog's name?

Frank. I think that is just the one for him.

Kate. Little dog, your name is Dick!



SOUND DRILL

I

take	ride	rope	week
cake	like	home	feed
bake	fire	broke	sleep

II

cap	tap	hid	pin
cape	tape	hide	pine
pan	fed	bit	hop
pane	feed	bite	hope

(Memorize)

All of the things that belong to the day
Cuddle to sleep to be out of the way;
And flowers and children close their eyes
Till up in the morning the sun shall arise.

Robert Louis Stevenson.



THE BONFIRE

John. Just see the leaves!

Frank. Let us make a bonfire.

Mary. That will be such fun! Will
father let us?

Frank. Father will light the fire for us.

Kate. Pile up the leaves. Pile them
away up.

Frank. Get the leaves under the big tree.

John. I hope father will come home soon.

Kate. There he comes now.

Mary. Ask him to light the bonfire.

John. Father, please come here.

Mary. Will you please light our bonfire?

Father. Yes. We can soon have a fine fire.

All. See our bonfire! Hurrah!



TO MARKET, TO MARKET

To market, to market,
To buy a fat pig;
Home again, home again,
Jig-jig-jig.

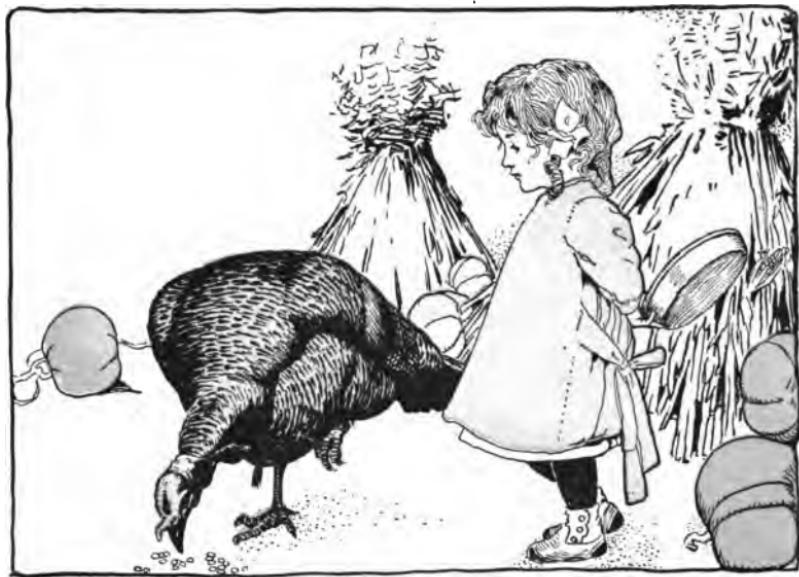
SOUND DRILL

I

cap	pin	hop	pan
hide	hope	cape	bite
fed	tap	bit	hid
pane	pine	feed	tape

II

box	at	hop	ride
wax	ate	broke	drum
fed	pin	just	from
sleep	hide	week	rope



OUR TURKEY

“Gobble! Gobble! Gobble!”

See our big turkey!

I have corn in my pan.

I am going to feed the corn to him.

Here is some corn, old turkey.

“Gobble! Gobble! Gobble!”

How he likes the corn!

OUR THANKSGIVING

We had such a fine Thanksgiving.

We ate turkey. He was a fat turkey.

We had a big cake, with nuts in it.

We had ice-cream, too.

Mother makes such good ice-cream.

Frank's little dog likes turkey. I gave
him my drumstick.

He can not bite turkey as Carlo does.

He will not eat in his pan. Mother does
not like that.

After supper we ate nuts by the fire.

Father popped corn for us.

We had such fun playing with the little
dog. He does not bite us.

Did you have turkey on Thanksgiving?

I hope you did.



Twinkle, twinkle, little star!
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.

When the glorious sun is set,
When the grass with dew is wet,
Then you show your little light;
Twinkle, twinkle, all the night.

COASTING

John. It is cold. Jack Frost has come.

Kate. I like a cold morning.

John. See what the frost has made on
the window-pane!

Kate. They are pine trees. See
the pretty stars!

John. There is ice this morning. I saw
it when I fed Carlo.

Kate. Good! Then we can slide to-day.

John. Let us go up to the top of the hill.

Kate. That will be fine! Then we can
slide all the way down.

John. I hope you will not get cold and
come home.

Kate. I do not get cold when I have my
big cape.



John. Now we can slide. Get on!

Kate. Here we go! Hurrah!

John. What a fall! Get up, quick!

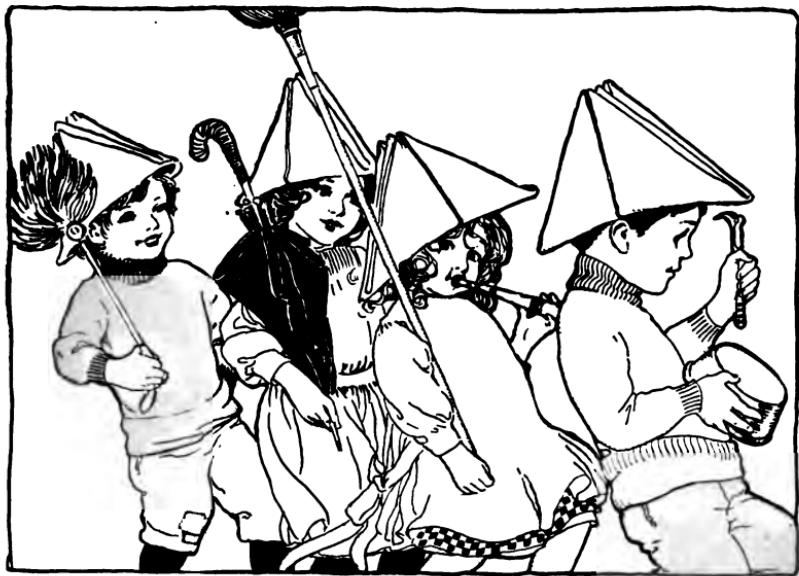
Kate. Here come Mary and Frank.

John. Now we can all slide.

Kate. You have a pretty red cape, Mary.

John. Get on my sled, Mary.

All. Now see us go! Hurrah! Hurrah!



WE ARE SOLDIERS

Rub-a-dub-dub! Rub-a-dub-dub!

We are soldiers! Tramp, tramp!

Do you see John's drum? It is the little
dog's milk pan. Rub-a-dub-dub!

See how funny Mary hops! Hop! hop!

She has an old tin horn.

Father played with that horn when he
was a little boy. Toot! toot! toot!

How do you like our caps?
They are made of newspaper.
Mother made them. Are they not fine?
She pins the newspaper in this way.
Will you play soldier with us?
I think I can make a cap for you.
Do you see how I pin the paper?
This stick will make you a fine gun.
Frank and I have guns just like it.
Take guns! Fire! Pop! pop! pop!

SOUND DRILL

this	fish	may	soon
that	dish	day	toot
then	shine	way	tool
them	shall	play	moon
th	sh	ay	oo

LITTLE JACK HORNER

Little Jack Horner

Sat in a corner

Eating a Christmas pie.

He put in his thumb

And pulled out a plum,

And said, "What a great boy am I!"





THE NIGHT BEFORE CHRISTMAS

We sat up for Santa Claus. We went to
sleep!

I think he puts you to sleep when you
sit up for him.

No one can see Santa Claus when he
comes Christmas eve.

He hides from you. He hid from us last
night.

How do you think he looks?



SANTA CLAUS COMES

He is big and red and fat and merry!

He likes us all.

We all like him, too.

I put some candy on the window for him
last night.

I think he ate the candy when he came.

It was not there this morning.

I am glad I gave him the candy.

Santa Claus has been good to us.

CHRISTMAS MORNING

Merry Christmas! Merry Christmas!

Merry Christmas to all!

Just see our Christmas tree!

It is a big pine tree.

How it shines! Just see the lights!

Here is a big red box.

John, your name is on it.

It is a new drum. Now you can play
soldier. Tap! tap!

Mary has a Jack-in-the-box.

Pop! he is out of the box!

Frank has a box of tin soldiers.

See their guns! Fire!

There is a Jumping-Jack for John, too.

What a funny little man!

Hurrah for Santa Claus!

We are going to have a fine dinner
for Christmas.

We shall have turkey and nuts and
oranges and ice-cream.

I hope you have had a merry Christmas
with us.

This is the last time you will see us!

We like you. Good-by!





Here we go round the bramble-bush,
The bramble-bush, the bramble-bush;
Here we go round the bramble-bush,
On a cold and frosty morning!

VOCABULARY

The words are listed in the order in which they first appear in the book. The numbers at the left show the page on which each word is first used. Words which occur only in the nursery rhymes and which the child does not use in his reading lessons are not listed.

9	how	my	18	be	take
	do	ball		quick	them
	you	roll		jump	home
	John	14 Frank	19	rope	24 let
	Kate	play		thank	us
10	see	will		are	up
	Carlo	with	21	red	Billy
	bow-wow	the		ride	goat
	run	15 to		your	is
11	kitty	16 Mary		in	please
	mew	doll		cart	whoa
12	like	what	22	apple	good-by
	yes	pretty		tree	creek
	I	17 does		good	wade
13	me	no		get	fish
	can	not	23	we	they

	supper	lane	42	under	52	after
	for	and		may		hill
	eat	34 nuts		very		broke
28	Indians	big	43	was		his
	whoop	35 put		she		went
	shoot	36 it		fun		fell
	too	37 saw		as	54	that
29	an	this	44	new	55	on
30	ran	here		engine	57	cat
	down	go		choo		look
32	did	38 oranges	46	so		at
	away	sell	47	sun		there
	him	five		shine	58	fall
	he	cents		glad		her
33	have	two		yellow	59	mother
	any	40 man	48	sweet		make
	three	where		came		cake
	bags	come	49	birthday	60	bake
	full	41 shall		box		hot
	one	am		tools	61	named
	little	visit		of	62	some
	boy	rain	50	buzz		rag
	who	wet	51	think		funny
	lives	umbrella		now		Betsy

63	has	light	when	toot
65	soon	pile	then	82 cap
	asked	74 our	night	newspaper
66	just	fine	79 Jack Frost	pin
	bad	hurrah	morning	gun
	mend	75 fat	made	83 Christmas
68	dish	pig	window	sat
	dog	76 gobble	pane	put
	such	turkey	pine	84 sleep
69	father	corn	top	Santa Claus
	gave	feed	fed	hid
	hope	77 ate	80 slide	hides
70	nine	had	sled	from
	weeks	ice	cape	last
	old	cream	81 rub-a-dub	85 all
	milk	drum	soldiers	merry
	pan	stick	tramp	candy
71	Dick	bite	hop	86 tap
73	leaves	popped	tin	out
	bonfire	78 star	horn	87 time

SUGGESTIONS TO TEACHERS

Come, let us live with our children.—*Froebel.*

Take joy in your school; be a child with your children; show them *your dog, your cat*; be, in turn, John and Mary and Kate and Frank; go wading in the creek; have a birthday—it is such fun! In other words, hitch this little primer-wagon to the star of your own love and experience, and the sure reward of high endeavor will be yours and theirs.

Every experienced teacher has and should have her own individual way by which she can teach better than any other. The following is but one way by which reading may be taught. It is hoped, however, that it may be of direct service to the young teacher who as yet needs a guiding hand, and that to older teachers it may present ideas which will make their task easier.

A METHOD FOR TEACHING BEGINNERS TO READ

A. THE SENTENCE

Note. Do not finish A before beginning B and C.

Interest the class in a ball. Tell them a story about it, perhaps Hans Andersen's *Top and Ball*, Grimm's *The Frog Prince*, or *Childe Roland to the Dark Tower Came*. Play a game of ball with them.

Hold up the ball and ask, "What do you see?" The child answers, "I see the ball." Let the chalk say, "I see the ball," by printing or writing it carefully and legibly in several places on the board. Ask the child to tell what the chalk says. Give the ball to him and tell him to roll it. "What do you do?" Let the chalk duplicate the child's answer, "I roll the ball." Put both sentences upon the board, asking the children to read them and to distinguish between them.

By pictures of a dog and a cat, introduce the words *Carlo* and *Kitty*; by action, the words *run* and *play with* (taught together); let the children in the class impersonate John and Kate. Use toys which the children bring, in the same way.

Teach the greeting "How do you do?" as a unit by playing "visitor." Later, analyze it as directed under B.

B. THE ANALYSIS OF THE SENTENCE

Arrange sentences to show longitudinal repetition:

I see Carlo.	Kitty rolls the ball.
I see John.	Carlo rolls the ball.
I see Kate.	John rolls the ball.

(a) Erase all but *see* from the first group and ask what word is left; (b) erase *rolls* from the second group and ask what was taken away; (c) print *see*, *rolls*, *run*, *play with*, etc., many times in different places on the board. Drill thoroughly.

Print large word-cards as [ball] by using oil crayon, a copying pen, or India ink on manila paper. Make the letters the size of those used on the board. Drill upon these by holding the cards face toward the class, and calling upon each child in turn for the new word shown to him. Let the class as a whole prompt quickly in case of failure. Make the drill brisk. Sometimes place these word-cards in the blackboard ledge and ask individual children to get particular cards.

C. THE CONSTRUCTION OF NEW SENTENCES

As the children become familiar with the individual words, combine them into new sentences. This work can be started as soon as the child knows four words. The following is one order in which they may be taken:

I	II
<i>the ball, see, roll</i>	<i>can, Kitty</i>
See the ball.	I can see Kitty.
Roll the ball.	Can Kitty roll the ball?
See the ball roll.	Roll the ball, Kitty.
Roll, ball, roll.	See, Kitty rolls the ball.

The author strongly advises that the blackboard work shall be in print only from the first. The child has then only two styles of letter to learn, whereas, if script is used, he has four. If the words are printed far apart the child sees each as a unit, the only advantage of script words.

Teach words both with capitals and small letters, (*Can* and *can*). Introduce *roll* and *rolls* without comment. The child will use the correct form instinctively in his reading. Teach conjunctions, prepositions, etc., in connection with other words. The formation of participles by adding *ing* and *ed* should be taught when opportunity occurs.

Insist from the beginning upon sentence reading and all proper phrasing. Do not allow word calling.

Pupils should stand near the teacher and the board. When they read from their books, they should stand with their backs to the light.

Better attention is usually gained by calling upon the pupils in some other way than in rotation.

Reading from the book may begin when the class has mastered the words in the first five lessons, or sooner, if preferred.

Introduce each lesson in the book by general conversation on the subject, to put the children into the spirit of it. Print or write sentences upon the board, using the words in the lesson, but not duplicating its thought. If the board lessons are in dialogue-form the class will take up the book more readily. When the children are thoroughly acquainted with the words, send them with eagerness to the book: "Here is some fun on page —. Who will find it first?" Discuss the pictures thoroughly.

In connection with the lesson *Wading in the Creek*, the children will be interested to hear Tennyson's *Brook*; *Hiawatha's Childhood* will correlate with *Playing Indian*; Stevenson's *The Land of Counterpane* and *Marching Song* with *Tramp! Tramp! We are Soldiers*.

It will be well to divide the class into two sections for alternate reading, each child on one side, for instance, taking in turn John's part and on the other, Mary's. Perhaps on the following day strong individual pupils will be able to take the parts alone, coming out in front of the class for this purpose. Weaker pupils will soon follow. Let the children shoulder the responsibility of the dramatization,—the object is not a finished performance, but the development of power in the child. No accessories beyond the school-room furniture are necessary,—the creek that flows between two chairs is far greater fun than real water. As the days pass the class will always be glad to go back and "replay" the old lessons, thus keeping up a constant review. Although *The Primer* is cast in dialogue form, it can be used in the manner of the usual primer text, if the teacher so prefers, by

simply omitting from the lesson the names of the characters at the left side of the page. Conversation being the natural mode of expression, it is believed, however, that teachers who use the lessons as printed, will find themselves repaid in the spontaneity with which they are read.

THE NURSERY RHYMES

The Nursery Rhymes should be learned from hearing you recite them. They will usually lend themselves to dramatization. For example, as the class recites *Jack, be Nimble*, let a boy jump over the candlestick (the black-board eraser). Write upon the board (and drill) the words *jump*, *be* and *quick*, the only words in the rhyme which the child will be called upon to use in his subsequent lessons. (See Vocabulary, page 89.) Turn to the rhyme in the book and ask the class to read it and to show you the three words which are to be added to their sight vocabulary. The rhyme, *Two Blackbirds*, on page 61, is a familiar game played by placing bits of paper on the second fingers and naming them *Jack*, etc.

ORIGINAL GAMES

It is further suggested that the children act out original stories in which Kate, Mary, Frank and John "play ship," "keep store," "visit grandmother," "go to the circus," "make a garden," "have a tea party," etc.

PHONETICS

A. EAR DRILL

Follow directions on page 35. It is not necessary to limit yourself to the vocabulary of the book. Tell the child to *r-u-n* to the window; to *sh-u-t* the door, etc.

B. INITIAL-SOUND DRILL

The twenty-six words printed at the bottom of the various pages have for their initial letters the twenty-six letters of the alphabet. Print the letter on the reverse side of the word-card described before. Ask the child to look at [ball] and give the sound of "b"; to look at [b] and say "ball." "Q" should be always sounded with "u," giving the sound "kw."

C. SOUND DRILL ON FAMILIAR WORDS

On page 56 the drill is first taken up and down the columns, that the initial sound may be the only difficulty. In sounding the same lists across

the page the child is required to remember three elements. Ask the children for other words belonging to the *an* family, the *et* family, etc.

D. WORD BUILDING

(a) By analogy, *rag* from *bag*; *hid* from *did*. (See page 58.) (b) By combination of familiar phonograms, *s-a-t*. (See page 64.) Require the child to use all new words in original sentences.

E. FINAL "E"

Teach by induction, as indicated on page 72. This rule is of great service.

The sound drills in this book contain few words not used in the reading lessons. If drilled upon *thoroughly*, they will entirely answer the purpose intended. They should be taken at a period of the day especially set apart for that purpose.

The book is so constructed that it can be used with any standard system of phonetics.

SEAT WORK

Print on the hectograph, several sheets for each child, a list containing the words he has learned, so arranged that they can be cut apart in little squares. These words can be placed in boxes or envelopes for seat work in matching words and duplicating sentences printed upon the board.

The twenty-six letters of the alphabet and their type-words appear in script at the bottom of the pages. Write these words on large pieces of card-board, one of each kind for a child, and ask him to trace the line with lentils, cantaloupe seeds or shoe pegs.

Strong classes may be asked to copy sentences or to fill in elliptical exercises with dissected letter-cards.

Copy pictures from the book.

Make original pictures illustrating the lessons, as that on page 23, part II.

Make cart and goat, etc., in silhouette in ink. Cut the same from paper.

Illustrate with clay, a fish, an apple, etc.

In conclusion may it be urged again that each teacher acquire a method of her own for which she stands responsible to the child—a responsibility of which the child himself is a constant reminder not only of present duties but of future rewards.

